### Project Details

<table>
<thead>
<tr>
<th>Title</th>
<th>Implementing the new General Education Program - Assessment Framework Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status</td>
<td>REVIEWED</td>
</tr>
<tr>
<td>Categorized</td>
<td>-Helping Students Learn</td>
</tr>
<tr>
<td>Timeline</td>
<td></td>
</tr>
<tr>
<td>Planned Project Kickoff</td>
<td>08-00 - 20 00</td>
</tr>
<tr>
<td>Target Completion</td>
<td>06-30-20 4</td>
</tr>
</tbody>
</table>

#### 1: Project Goals

**A:** Previous projects have been perceived and central to f. To me, assessment, have n w brught us t implementan t f ur revised General Education Program and currently systematized cally assessing student achievement in learning outcomes. N w that in assessment nrastructure has been established, we will f Curriculum, assessment t b th nsf rm er rts at pr m tng student success and as a mechanism for evaluating n f the new curriculum. Through effective reality, it has been thta the four general education programs and central assessment, have n w pr ng arts and sciences, and the major rs ns de and uts de the Curriculum.

#### 2: Reasons for the Project

**A:** General Education programs have been a vital part of the campus. At the same tme, we have been w rkng hard t mbed central zed assessment f student learning outcomes. It the culture and infrastructure f the campus. Our new General Education program will be implemented beginning n the fall 20 0 f r 20 4 graduates. At the same tme, the campus s f cus ng heavy n student retention as part f ts envr nment nt at ve and th nsf rm er the state f Indiana's "Reaching Higher" nt at ve. Theref re, t s mperat ve that n w, as we bng n full-scale implementan t f ur new general education program that we make assessment f learning outcomes as an integral part f that implementan t. It s crtcal that we treat assessment f learning outcomes as a part f implementan t n f the new general education program at ths ppprtune tme s that assessment d n't become an "add on." Ais, there are b und t be unexpected df ficulties r c squences f the new pr gram and t s mperat ve that we c llect, analyze and use data f thne the curr cumul n an ng ng bas ss. Finally, a cherent pr gram f assessment wll require sgn f cant c rd nat n between the C illeg e f Arts and Sciences and the major rs b th ns de and uts de the C illege. Devel ng ths w rk as an act pr ject has pr ven a successful way f r IU N thwest t f cus ng eff rts and ma nta n act ve d scuss n f the w rk.

#### 3: Organizational Areas Affected

**A:** All academ c un ts, the Faculty Organization n General Education n and Assessment C mmttee, and the ff ce f Academ c Affa rs wll be affected.

#### 4: Key Organizational Process(es)

**A:** Assessment f student learning outcomes—we wll be f cus ng n assessment as pr v d ng measures f b th student success and pr gram evaluat n.

#### 5: Project Time Frame Rational

**A:** Implementan t n f the general education program wll take a full 4 years. By the end f ths pr ject, we wll have refined ur assessment nrastructure, g ne thr ugh ne c mplete adm ss nc h rt (f r trad nal students), and wll have c llected data that wll nf rm evaluat n. The faculty fr m all academ c maj rs have dent f ed f r...
each major where assessment of general education learning outcomes will occur. With these recommendations implemented.

6: Project Success Metric

A: Success will be measured by the Office of Academic Affairs, which includes the newly established Office of Institutional Effectiveness and Research. Success will require the establishment of outcome measures (Elementary and Secondary Mathematics, Science, and a natural science with laboratory). These outcome measures will be used to suggest necessary improvements. Thus, we will be the responsibility of the General Education and Assessment Committee to ensure that academic majors are aligned with the results. A method of measuring outcomes in the Pr nc ple 2 Breadth and Learn c. urses and central zed represent the results. Thus, we will pursue the responsibility of the C. ills and C. ence; and 3) A method of measuring outcomes in the Pr nc ple 3 through 5. Thus, we will pursue the responsibility of the C. ills and C. ence; and 4) An established method of measuring outcomes in the C. ills and C. ence; and

7: Project Outcome Measures

A: Development and implementation of outcome measures requires that everyone works together to ensure that the General Education and Assessment Committee is able to monitor outcomes and that these outcomes are aligned with the results. A method of measuring outcomes in the Pr nc ple 2 Breadth and Learn c. urses and central zed represent the results, and uses the data for improvement. These methods are the larger campus faculty; and 4) An established method of measuring outcomes in the C. ills and C. ence; and

Project Update

1: Project Accomplishments and Status

A: Links to General Education ml the f r Assessment http://www.unl.edu/~genednw/tmelne/index.shtml

- Letters were sent to the Dean of the College of Arts and Sciences and the Department of Mathematics, Physics, and Life Sciences, 58 Social, Behavioral, and Educational Sciences, 271 stories of Arts and Humanities, and 27 as Cultural and Historical Studies courses. These courses are taught in the Pr nc ple 2. The General Education Committee on Assessment measured c. ills and c. ence, ge. 1. gy, s c. 1. gy, h st. ry, Span sh, anthr p l. gy, c. mm. cat. n, mus. c., b. l. gy, psych l. gy, phil s phy and educat. n. These courses are included in the assessment list for fall 2008.

- The General Education Committee on Assessment measured c. ills and c. ence, ge. 1. gy, s c. 1. gy, h st. ry, Span sh, anthr p l. gy, c. mm. cat. n, mus. c., b. l. gy, psych l. gy, phil s phy and educat. n. These courses are included in the assessment list for fall 2008.

- Preliminary results and data analysis will be provided to the General Education Committee on Assessment websites
2: 

Instituti n Inv lvement

A: • After the General Educat n Pr nc ples were appr ved by the campus and rev s ns made t the curr culum f every degree, b th the General Educat n/Assessment C mm ttee and the Off ce f Academ c Affa rs have been n strumental n ma nta n ng general awareness f the beg nn ng f the assessment pr cess. B th ent t es have c mm un cated extens vely w th the academ c un ts, when turn have c mm un cated extens vely w th the r faculty regard ng these ssues. Add t nally the Off ce f Academ c Affa rs has c mm un cated w th the Lbrary, Instut nal Research and ther c re academ c supp rt areas regard ng the pr ject.

• The adm n strat ons send ng the Cha r f the General Educat n/Assessment C mm ttee, the Ass c ate V ce Chancell r f Academ c Affa rs and the Ass stant V ce Chancell r f Instut nal Effect veness t the Assessment Instutute n 20 0 t gather add t nal nf rmat n t br ng back t the campus n successful assessment pr jects.

3: 

Next Steps

A: Th s s a new Act n Pr ject f r IU N rthwest (p sted n March f 20 0) s ur next steps are really detal ed n ur answer t Quest n .

4: 

Resulting Effective Practices

A: General Educat n Assessment s a c mm n stut nal pract ce. Wh le ur pr cess s n t, we bel eve, gr undbreak ng, we h pe t wll be successful n ur campus. We are stll n the early stages f th s pr ject, but we are us ng the same pr cess we used n creat ng ur General Educat n plan. We have br ad representat n fr m the academ c un ts n/Assessment C mm ttee, we have supp rt fr m the Off ce f Academ c Affa rs f r the pr cess and we are m vng f rward at a pace that s c mf rt a ble f r ur campus. There s a d vs n f resp ns bly, wh th the c mm ttee f cus ng m re s gn cantly n the f ndat nal general educat n experences, wh le the academ c un ts themselves are creat ng and mplement ng the assessment measures f r the breath f learn ng c ur ses. Th s has ncreased the number f pe ple d rectly nv lved n the pr cess and engendered greater buy-n by the campus c mmun ty.

5: 

Pr ject Challenges

A: As th s s a new experence f r ur campus (fr st campus-w de General Educat n Pr nc ples and Assessment Plan) we feel k we are stll feel ng ur way thugh the pr cess. The General Educat n/Assessment C mm ttee as well as the Off ce f Academ c Affa rs are exc ted ab ut the mplementat n f the plan, but the ncrease n w rk f r the academ c un ts and nd v demonstrat es m t n t as appeal ng a pr cess f r all. We c ntue w rk t supp rt b th the nd v dual academ c un ts and faculty w rk ng n assessment w th nf rmat n, w rk-study ass stance, and m ral supp rt al ng w th enc umbrament that the results they ga n are n t just f use n mpr vng the general educat n experence f r ur students but w th n the r nd v dual d sc pl nes as well.

Update Review

1: 

Pr ject Acc mplishments and Status

A: Ind ana Un vers ty N rthwest (IUN) s embark ng n an Act n Pr ject that emb d es the c re acc untabl ty f undat n and expectat n f hgh educat n. An Act n Pr ject that assesses and val dates general educat n utc mes s a challeng ng and reward ng n tat ve that can frame future teach ng and learn ng strat g es. Wh le th s pr ject s centr c AQIP Categ ry One Help ng Students Learn, act v t es and result ng dec s n-mak ng can als impact Categ ry Three (Understand ng Students’ and Other Stakeh ders’ Needs) and Seven (Measur ng Effect veness). Assessment results and student ach evement may suggest the need f r add t nal supp rt serv ces and techn lgy t enhance learn ng. Data and nf rmat n c llec t can be analyzed mult ple ways t...
measure the effect. Veness fach ev ng des red general educat n utc mes f r the c h rt as well as subgr ups.

The select n f fall 20 0 f rst-t me enr lles as the c h rt f students enter ng the rev sed m del can pr v de a valuable benchmark as educat rs adapt t the new utc mes. IUN has dev sed a well-planned strategy and act n steps t ache eve mplementat n, data c llc t n, and analys s f r future dec s n-mak ng. Inf rmat n c llected fr m th s c h rt may pr v de ns ght nt c urse and c liege retent n issues, pre-requ s tes, placement sc res, and ther educat nal c ncern.

The AQIP Pr nc ples f f cus, f res ght, and nf rmat n are ev dence n th s pr ject. The l ng-term f cus s t mpr ve and max m ze learn ng f general educat n utc mes. The f ur-yeat t mel ne nd cate s that the nst tut n has the f res ght t rec gn ze that the educat nal f undat n crafted can and sh uld mpact student learn ng thr ugh graduat n and can pr v de a l ng tud nal k at student ach evernt. Perf rmance nf rmat n and ach evernt data s n tegral t val d results. The dec sn-mak ng hherent n plann g and mplementat ng th s pr ject can have pr s t ve ram f cat ns f r student learn ng f r future c h rt.

Even th ugh th s Act n Pr ject s n the n tal stages f mplementat n, the nst tut n s mak ng reas nable pr gress w th ts planned act v tes. The challenge w ill b e ma nta n the m mentum t ward successful mplementat n f the new general educat n utc mes. Select n f standard zed tests and c nc t ant plans sh uld c ns der mul ple d rect and nd rect assessment measures.

The assessment plan descr bed n th s pr ject appears t f cus n c urse-level student ach evernt w th n the general educat n curr culum. Lnk ng and ntegrat ng c urse assess ment w th pr gram and nst tut nal level assess ment can ensure a c mprehens ve analy s f learn ng ach evernt dur ng n student's academ c tenure.

2: Instituti n Inv lvement

A: IUN w rked d lently t c mmun cate the new General Educate n pr nc ples t academ c adm n strat n and faculty and ther nst tut nal un ts. Faculty appr val was essent al t the rev sed general educat n pr gram. Changes n curr culum and degree requ rements that mpacted var us d sc pl nes and nstruct rs were enacted. The General Educate n/Assessment C mm t ee as well as the Off ce f Academ c Affa rs pr v ded leadersh pr n relay ng nf rmat n regard ng these changes and ts c resps nd ng mpact. Serv ces such as the l brary, nst tut nal Research, and academ c supp rt were included n c mmun cat n act v tes. IUN plans t send representat ves t the Assessment Inst tute n 20 0. Part c pants can research strat es, t Is, and pr cesses f r assess ng general educat n and share the r learn ng w th IUM faculty and adm n strat n. Th s backgr und can serve a spr ngb ard f r nst tut nal d al gue. Th s als reflects the AQIP Pr nc ple f pe ple and rec gn zes that IUN s wll ng t nvest n ts human res urces thr ugh w rksh ps, tran ng and ther res urces that f cus n assessment.

3: Next Steps

A: W th the pr ject k ck ff date f August 20 0, act v tes f r th s pr ject are n the beg nn ng stages f mplementat n. The pr r f ur years f general educat n ref rm as well as pre-plann ng t dent fy c urses t be assessed based up n env rm nt data and IUN degree requ rements have set the stage f r mplementat n f the new general educat n pr gram and c nc t ant plans f r th s Act n Pr ject.

4: Resulting Effective Practices

A: IUN has establ shed the gr undw rk f r general educat n assess ment thr ugh a del berate, nclus ve nst tut nal appr ach. The General Educate n/Assessment C mm t ee s c mpr sed f representat n fr m d verse academ c un ts. Adm n strat n supp rts and pr m tes the g als f th s pr ject w th n the pr p sed t mel ne and pace t f ster success and nst tut nal ze the assessment ph l s phy. Even th ugh spec f c aspects f th s Act n Pr ject are ass gned t respect ve w rkgr ups, they share a c mm d rect n and rec gn ze that nd v dual resp ns b l t es c mpl ment and supp rt the gl bal assessment nt at ve. Less ns learned fr m adm n strat ve and faculty c llab rat n can frame nst tut nal eff rts f r future qual ty mpr ve ment act v tes.

5: Pr ec t Challenges

The Higher e mming Commission Action Project Directory 4 of 5 10/14/2010
The college acknowledges that the General Education Principles and Assessment Plan is a new experience for the institution. While the process of evolving, the institution may want to map the steps they take during this journey as a roadmap for future assessment practices. Employing quality tools and encouraging feedback throughout each step ensure that improvement efforts and concerns are recognized and can enable the institution to grow times assessment efforts.

Providing encouragement, training, and tools for faculty can ease the transition to the new General Education Principles and Assessment Plan. Changing the general education assessment culture is certainly a challenging endeavor. Documenting student learning through new assessment practices and improvement in learning are attainable rewards.